

Texas Education Agency
Standard Application System (SAS)

2018–2019 Texas 21 st Century Community Learning Centers, Cycle 10, Year 1		
Program authority:	Public Law 114-95, ESEA of 1965, as amended by Every Student Succeeds Act, Title IV, Part B (20 U.S.C. 7171-7176)	FOR TEA USE ONLY Write NOGA ID <small>Place date stamp here</small>
Grant Period:	August 1, 2018 – July 31, 2019	
Application deadline:	5:00 p.m. Central Time, May 1, 2018	
Submittal information:	<p>Applicants must submit one original copy of the application with an original signature, and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address:</p> <p style="text-align: center;">Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494</p>	
Contact information:	Christine McCormick, 21stcentury@tea.texas.gov	

Schedule #1—General Information

Part 1: Applicant Information

Organization name		County-District #	Amendment #	
Driscoll Independent School District		178-905		
Vendor ID #	ESC Region #	DUNS #		
	2	042614800		
Mailing address		City	State	ZIP Code
PO Box 238		Driscoll	TX	78351-0238

Primary Contact

First name	M.I.	Last name	Title
Cynthia	M.	Garcia	Superintendent
Telephone #	Email address		FAX #
361-387-7349 x8009	cgarcia@driscollisd.us		NA

Secondary Contact

First name	M.I.	Last name	Title
Lynn	A.	Landenberger	Principal
Telephone #	Email address		FAX #
361-387-7349 x8106	llandenberger@driscollisd.us		NA

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.

Authorized Official:

First name	M.I.	Last name	Title
Cynthia	M.	Garcia	Superintendent
Telephone #	Email address		FAX #
361-387-7349 x8009	cgarcia@driscollisd.us		NA

Signature (blue ink preferred)

Date signed

Only the legally responsible party may sign this application.

05-01-2018

701-18-111-101

Schedule #1—General Information

County-district number or vendor ID: 178-905

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
3	Certification of Shared Services	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See Important Note For Competitive Grants*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
19	Private Nonprofit School Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
21	Program Information Addendum	<input checked="" type="checkbox"/>	N/A

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, **the application will be disqualified.**

Part 4: Single Audit Compliance for IHEs and Nonprofit Organizations

INSTRUCTIONS: This part of Schedule #1 is required only for colleges, universities, and nonprofit organizations (other than open-enrollment charter schools)

Enter the start and end dates of your fiscal year in Section 1.

In Section 2, check the appropriate box to indicate whether or not your organization is included in the annual statewide single audit.

Public IHEs are generally included, and nonprofit organizations are generally not included.

Section 1: Applicant Organization's Fiscal Year

Start date (MM/DD):

End date (MM/DD):

Section 2: Applicant Organizations and the Texas Statewide Single AuditYes: ☐No: ☐**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 178-905

Amendment # (for amendments only):

Part 1: Required Attachments

No program-related or fiscal-related attachments are required to be submitted with this grant application.

However, please note that nonprofit organizations, excluding ISDs and open-enrollment charter schools, will be required to submit proof of nonprofit status (see [General and Fiscal Guidelines](#), Required Fiscal-Related Attachments, for details) prior to TEA issuing a grant award.

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the General and Fiscal Guidelines .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the program guidelines for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.
<input checked="" type="checkbox"/>	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all Lobbying Certification requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with No Child Left Behind Act of 2001 Provisions and Assurances requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with Every Student Succeeds Act Provisions and Assurances requirements.

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By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 178-905

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The program will take place in a safe facility that is properly equipped and accessible to participants and family members.
4.	The proposed program was developed, and will be carried out, in active collaboration with the schools that participating students attend, including through the sharing of relevant data among the schools, all participants of the eligible entity, and any partnership entities in compliance with applicable laws relating to privacy and confidentiality and in alignment with the challenging state academic standards and any local academic standards.
5.	The program will target students who primarily attend schools eligible for schoolwide programs under ESEA as amended by Section 1114, and the families of such students.
6.	Applicants that receive priority points for serving: 1) students in schools implementing comprehensive support and improvement activities or targeted support and improvement activities under ESEA as amended, Section 1111(d) and other schools determined by the local educational agency to be in need of intervention and support and 2) students who may be at risk for academic failure, dropping out of school, involvement in criminal or delinquent activities or who lack strong positive role models assure that they will target these students.
7.	The community has been given notice of an intent to apply and that the application and any waiver request will be available for public review after submission of the application.
8.	The applicant will adhere to the level of services in the approved application and in the agreed-upon center operation schedules and will provide those services to eligible students through this and all continuation and renewal grant periods, as applicable. Applicant acknowledges that proposed amendments that reduce the level of services to below the Year 1 awarded application will be approved only in extreme or unusual circumstances and that failure to adhere to service levels and student targets will result in reduced funding during the subsequent continuation grant period. Grant funds remaining unexpended at the end of the expenditure reporting period for the grant award will not be made available by TEA to supplement continuation grant awards.
9.	Services for students and families will begin no earlier than the grant start date of August 1, 2018 and no later than September 4, 2018.

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Schedule #2—Required Attachments and Provisions and Assurances (cont)

County-district number or vendor ID: 178-905

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

10.	<p>The applicant will adhere to a TEA-approved schedule that meets or exceeds program service requirements at each center and that provides a consistent and dependable schedule of weekly activities for all students enrolled. The applicant agrees to meet with TEA or its contractors after awards are announced and before the start date of the program to develop an approvable operation calendar for each center.</p> <ul style="list-style-type: none"> • A minimum of 35 weeks per year across all terms, including summer. TEA will count only the weeks in which a center offered the minimum number of hours-per-week toward the 35-week total. Make-up hours will be credited. The week runs from Sunday through Saturday. • A minimum of five days per week for the fall and spring terms. • A minimum of 15 hours per week (applicants should not propose to offer more than 20 hours of programming per week). Note: Transportation time that exceeds 30 minutes per-day shall not be counted towards minimum hours-per-week of programming. • A minimum of six weeks and four hours per day, four days per week during the summer term. Continuous weeks are not required. Grantees may offer four weeks of summer programming during the grant period that ends July 31, 2019, but if approved, the grantee must offer two weeks of summer programming in the subsequent continuation period between August 1, 2019, and the first student attendance day for the 2019–2020 school year. • Hours dedicated to program activities for adult family members will not count toward student programming.
11.	Services will be provided at no cost to participants. Grantees are prohibited from collecting fees, including late pickup fees or any other fee.
12.	Activities will be supervised at all times by qualified staff at adult to student ratios that meet or exceed TEC Chapter 25, Subchapter D requirements or other state required ratios as applicable.
13.	Center-level activities will be a minimum of 45 consecutive minutes in length and planned for each hour that a center is operating. Activities will be intentionally designed to address student needs and student voice, aligned with state standards and developed using a planning tool such as the Texas ACE© Activity/Unit and Lesson Plan Worksheet. Activities will reflect each of the following four components during each term: academic assistance, academic enrichment, family and parental support, and college and workforce readiness (grades 9-12 only).
14.	Academic, academic enrichment, accelerated learning, and tutoring activities will align with the regular school day program and state standards. Enrichment activities will enhance the academic-related activities of the regular day and/or be aligned with a documented student or campus need.
15.	All activities will occur at an approved center or, on a limited and pre-approved basis, at an adjunct site or during an approved field trip. Activities at a non-approved location, such as a feeder school, are unallowable and will not be charged to the grant.
16.	Grantee will offer families of students served by the program opportunities for active and meaningful engagement in their children's education and opportunities for literacy and related educational development. Family activities will be designed to meet the identified needs of each center's families and students; the needs of working families will be specifically addressed. Activities will be ongoing and consistently available throughout each term. The number of family members served will be proportional to the targeted number of students.
17.	All required staff positions will regularly participate in training and other opportunities offered by the Texas ACE© program. In addition, the grantee will regularly provide program-specific in-person training to center-level staff and will document the content and attendance of training events.

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Schedule #2—Required Attachments and Provisions and Assurances (cont)

County-district number or vendor ID: 178-905

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

18.	Grantee assures that it will regularly engage a group of stakeholders, new or existing, to serve as a community advisory council charged with providing continuous feedback and involvement to increase community awareness and program quality, evaluate program effectiveness, and inform operations and sustainability plans. Membership will be diverse and qualified to support efforts to increase quality and visibility of the program in the community.
19.	The grantee will cooperate with TEA and its contractors in conducting state-required activities, including but not limited to program implementation monitoring, statewide evaluation, compliance, technical assistance, and capacity building.
20.	Local grant programs will include the Texas ACE© logo in all outreach and communication materials and the grantee will comply with Texas ACE© branding guidelines.
21.	The applicant agrees to submit required data for state program evaluation, compliance monitoring, and federal reporting in the format and timeline provided by TEA. Grantee agrees to submit required logic models, sustainability plans, program evaluation reports, and any other required reports or products in accordance with the format provided by TEA.
22.	<p>Grantee will adhere to the Texas 21st Century Student Tracking (TX21st) system data reporting requirements. Grantee Profile, Funding, Contacts, Partner, Center Profiles, Center Contacts, Center Operations, Feeder Schools, Activities, and Schedule data will be entered in August and will be updated as changes in any of the data occur. Center Operations data will be updated at the beginning of each term. Data entered in the system must support the approved application and operating schedule.</p> <ul style="list-style-type: none"> • Participant and enrollment data will be entered in August or September, depending on the center schedule. • Attendance data will be entered daily or weekly. • Exception reports and data corrections will be completed and reviewed by the project director • Grantee will coordinate with the school district to collect and enter school day attendance and grades data into TX21st.
23.	The grantee agrees to conduct annual local program evaluation at the center and grant levels that assesses the following objective measures: school day attendance, core course grades, mandatory discipline referrals, on-time advancement to the next grade level, high school graduation rates, and high school student career competencies. The results of the local evaluation will be used to refine, improve, and strengthen the local program and will be made available to the public upon request, with public notice of such availability provided.
24.	Applicant will comply with any program requirements written elsewhere in this document.

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Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #3—Certification of Shared Services

County-district number or vendor ID: 178-905

Amendment # (for amendments only):

I, as one of the below member entity authorized officials, certify that to the best of my knowledge, the information contained in this application is correct and complete, that the entity that I represent has authorized me to file this application, and that such authorization action is recorded in the minutes of the local agency's board meeting.

The participating or intermediate education agency named has been designated as the administrative and fiscal agent for this project and is authorized to receive and expend funds for the conduct of this project. The fiscal agent is accountable for all shared services arrangement (SSA) activities and is therefore responsible for ensuring that all funds including payments to members of SSAs are expended in accordance with applicable laws and regulations.

All participating agencies have entered into a written SSA agreement that describes the responsibilities of the fiscal agent and SSA members, including the refund liability that may result from on-site monitoring or audits and the final disposition of equipment, facilities, and materials purchased for this project from funds specified below.

It is understood that the fiscal agent is responsible for the refund for any exceptions taken as a result of on-site monitoring or audits; however, based upon the SSA agreement, which must be on file with the fiscal agent for review, the fiscal agent may have recourse to the member agencies where the discrepancy(ies) occurred.

Any additional funds that result from an increase will not require additional signatures. **Each member identified below acknowledges accountability for the requirements contained in the provisions and assurances listed in Schedule #2, Parts 2 and 3, as applicable.** Each member entity certifies its agreement to participate in this SSA, as stated throughout this grant application.

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Fiscal Agent				
1.	Driscoll ISD 178-905	Cynthia M. Garcia	361-387-7349 x8009 cgarcia@driscollisd.us	\$331,405
Member Districts				
2.	County-District # County-District Name	Name	Telephone number Email address	Funding amount
3.	County-District # County-District Name	Name	Telephone number Email address	Funding amount
4.	County-District # County-District Name	Name	Telephone number Email address	Funding amount
5.	County-District # County-District Name	Name	Telephone number Email address	Funding amount
6.	County-District # County-District Name	Name	Telephone number Email address	Funding amount
7.	County-District # County-District Name	Name	Telephone number Email address	Funding amount
8.	County-District # County-District Name	Name	Telephone number Email address	Funding amount

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On this date:

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By TEA staff person:

Schedule #3—Certification of Shared Services (cont.)

County-district number or vendor ID: 178-905

Amendment # (for amendments only):

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Member Districts				
9.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
10.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
11.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
12.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
13.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
14.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
15.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
16.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
17.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
18.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
19.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
20.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
Grand total:				\$331,405

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Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #4—Request for Amendment

County-district number or vendor ID: 178-905

Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail *or* by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Grants Administration Division, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-9564.

The last day to submit an amendment to TEA is listed on the [TEA Grant Opportunities](#) page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Grants Administration Division [Administering a Grant](#) page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	\$	\$	\$	\$
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600	\$	\$	\$	\$
7.	Total direct costs:		\$	\$	\$	\$
8.	Indirect cost (%):		\$	\$	\$	\$
9.	Total costs:		\$	\$	\$	\$

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Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID: 178-905

Amendment # (for amendments only):

Part 4: Amendment Justification

Line #	Schedule # Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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By TEA staff person:

Schedule #5—Program Executive Summary

County-district number or vendor ID: 178-905

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

In an effort to improve student performance, attendance, behavior, and college and career readiness, Driscoll ISD is submitting an application for the 21st Century Community Learning Center (CCLC), Cycle 10 grant; Driscoll's *iACE Learning*. The purpose of the iACE Learning program is to provide high-quality extended learning opportunities outside of the regular school day for students and their families that focus on academic success, youth development, and family/parental training. In Driscoll, nine out of every ten students are considered economically disadvantaged and thus are in danger of dropping out of school. Due to its rural geographical location, parental options for safe afterschool care for children in Driscoll are non-existent. Incidents of criminal mischief and misbehavior increase when children are alone, at home, or without adult supervision. By implementing the Driscoll iACE Learning program, students will have an afterschool safe haven which will decrease opportunities for mischief throughout the community and provide a broad array of academic and enrichment activities tailored to student needs and interests.

The Community Advisory Committee, consisting of members of the Driscoll ISD community, parents, students and district staff, was convened to develop the Driscoll iACE Learning program budget. Members of the committee worked together to ensure adherence to statutory and TEA program requirements as well as ensure funds were allocated to offer activities focused on academic improvement and enrichment, active family engagement in learning, and youth development.

Providing academic enrichment opportunities to children who attend high-poverty and low-performing schools is one of the core purposes of the Texas 21st CCLC Program, making Driscoll ISD the perfect beneficiary of these grant funds. Founded in 1928, Driscoll Independent School District is a year round, Title 1 schoolwide district with only one campus serving students in grades Pre-Kindergarten through grade eight. Ninety percent of students attending Driscoll ISD are considered economically disadvantaged with approximately 88% Hispanic, 10% White and 2% Other races. The school district boundaries encompass students living within the city limits of Driscoll as well as those residing in one of three federally designated outlying colonias (unimproved neighborhoods lacking regulated water and sewage systems). These colonias house over 80% of the students enrolled in Driscoll ISD.

As demonstrated in the budget planning process, the Community Advisory Committee was instrumental in the district's Comprehensive Needs Assessment (CNA) process. Utilizing the Title I Schoolwide needs assessment under Every Student Succeeds Act (ESSA), the committee reviewed and analyzed data compiled from multiple sources to prioritize the Driscoll iACE Learning program needs. Academic improvement and student attendance tied as number one on the district's Needs Assessment priority list. The Community Advisory Committee recognized the correlation between student performance and student attendance, and worked to ensure that student tutorials and enrichment activities, parental training activities, and planned field trips would address the identified priorities.

Driscoll ISD is committed to effective planning and project management of the 21st CCLC grant and to ensure our iACE Learning program is successful and sustainable. Because the Driscoll iACE Learning program meets the "Exceptions" rule for staffing, Driscoll ISD plans to employ one Project Director who will also act as the Site Coordinator. However, the district will opt to also employ a full time bilingual family engagement specialist, in lieu of a part time position, to not only support high-quality management, but more importantly provide focused and meaningful engagement of parents in English and in Spanish. All iACE Learning program activities will be delivered in a safe, secure and appropriate location with access to ample space for both academic instruction and physical movement. Consistent, periodic (every two weeks) progress monitoring of both program-level data and student-level academic data will be utilized to evaluate the effectiveness of the iACE Learning program. The Community Advisory Committee will review evaluation data monthly and offer suggestions for improvements. Adjustments will be made as needed according to evaluation results.

The 21st CCLC grant, Cycle 10 provides a tremendous opportunity for the students of Driscoll Independent School District and aligns seamlessly with our district vision of providing, "Simply the Best, para los niños." Because of this, the district is committed to all aspects of the iACE Learning program as described in our application. District administrative staff and future grant staff will ensure that the iACE Learning program will completely and accurately address all statutory requirements as defined by statute and is 100% compliant with all TEA program requirements as defined by the Texas Education Agency staff. The Driscoll ISD Board of Trustees is also committed to prioritizing local funds to sustain the iACE Learning program well into the future and to aggressively seek out additional grant opportunities for the benefit of the children of our community.

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By TEA staff person:

Schedule #6—Program Budget Summary

County-district number or vendor ID: 178-905

Amendment # (for amendments only):

Program authority: Public Law 114-95, ESEA of 1965, as amended by Every Student Succeeds Act, Title IV, Part B (20 U.S.C. 7171-7176)

Grant period: August 1, 2018, to July 31, 2019

Fund code/shared services arrangement code:
265/352**Budget Summary**

Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	\$236,925	\$	\$236,925
Schedule #8	Professional and Contracted Services (6200)	6200	\$26,500	\$	\$26,500
Schedule #9	Supplies and Materials (6300)	6300	\$49,980	\$	\$49,980
Schedule #10	Other Operating Costs (6400)	6400	\$18,000	\$	\$18,000
Schedule #11	Capital Outlay (6600)	6600	\$	\$	\$
	Consolidate Administrative Funds			<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Total direct costs:			\$	\$	\$331,405
Percentage% <u>indirect costs</u> (see note):			N/A	\$	\$
Grand total of budgeted costs (add all entries in each column):			\$	\$	\$331,405

Shared Services Arrangement

6493	Payments to member districts of shared services arrangements	\$	\$	\$0
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Administrative Cost Calculation

Enter the total grant amount requested:	\$331,405
Percentage limit on administrative costs established for the program (5%):	× .05
Multiply and round down to the nearest whole dollar. Enter the result.	\$16,570
This is the maximum amount allowable for administrative costs, including indirect costs:	

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

If selected for a competitive grant, your award amount will be the lesser of the grand total of budgeted costs as stated on this schedule (the box with the bold outline), or the sum of all line items listed on this schedule, or the maximum allowable award amount. TEA is not responsible for math errors.

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On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #7—Payroll Costs (6100)

County-district number or vendor ID: 178-905		Amendment # (for amendments only):	
Employee Position Title	Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted
Academic/Instructional			
1 Teacher			\$
2 Educational aide	2		\$18,090
3 Tutor			\$
Program Management and Administration			
4 Project director (required)	1		\$60,000
5 Site coordinator (required)			\$
6 Family engagement specialist (required)	1		\$40,000
7 Secretary/administrative assistant			\$
8 Data entry clerk			\$
9 Grant accountant/bookkeeper			\$
10 Evaluator/evaluation specialist			\$
Auxiliary			
11 Counselor			\$
12 Social worker			\$
Education Service Center (to be completed by ESC only when ESC is the applicant)			
13 ESC specialist/consultant			\$
14 ESC coordinator/manager/supervisor			\$
15 ESC support staff			\$
16 ESC other			\$
17 ESC other			\$
18 ESC other			\$
Other Employee Positions			
19 Title			\$
20 Title			\$
21 Title			\$
22	Subtotal employee costs:		\$118,090
Substitute, Extra-Duty Pay, Benefits Costs			
23 6112	Substitute pay		\$
24 6119	Professional staff extra-duty pay		\$71,625
25 6121	Support staff extra-duty pay		\$27,135
26 6140	Employee benefits		\$20,075
27	Subtotal substitute, extra-duty, benefits costs		\$118,835
28	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):		\$236,925

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: 178-905

Amendment # (for amendments only):

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.**Professional and Contracted Services Requiring Specific Approval**

Expense Item Description		Grant Amount Budgeted
6269	Rental or lease of buildings, space in buildings, or land	\$
	Specify purpose:	
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$
Professional and Contracted Services		
#	Description of Service and Purpose	Grant Amount Budgeted
1	Swimming Lessons and water safety	\$6,000
2	Yoga – improve concentration, memory, stress reduction	\$2,500
3	Safe School Ambassadors – Community Matters	\$7,500
4	Book Club – Author visit	\$5,000
5	Bowling	\$1,500
6	Ready Rosie – Parent training	\$2,500
7		\$
8		\$
9		\$
10		\$
11		\$
12		\$
13		\$
14		\$
b. Subtotal of professional and contracted services:		\$25,000
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$1,500
(Sum of lines a, b, and c) Grand total		\$26,500

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #9—Supplies and Materials (6300)

County-District Number or Vendor ID: 178-905

Amendment number (for amendments only):

Supplies and Materials Requiring Specific Approval

Expense Item Description		Grant Amount Budgeted
6300	Total supplies and materials that do not require specific approval:	\$49,980
Grand total:		\$49,980

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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By TEA staff person:

Schedule #10—Other Operating Costs (6400)		
County-District Number or Vendor ID: 178-905		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$5,000
6412	Travel for students to conferences (does not include field trips). Requires pre-authorization in writing. Specify purpose:	\$
6412/ 6494	Educational Field Trip(s). Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$
6413	Stipends for non-employees other than those included in 6419	\$
6419	Non-employee costs for conferences. Requires pre-authorization in writing.	\$
Subtotal other operating costs requiring specific approval:		\$
Remaining 6400—Other operating costs that do not require specific approval:		\$13,000
Grand total:		\$18,000

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #11—Capital Outlay (6600)				
County-District Number or Vendor ID: 178-905			Amendment number (for amendments only):	
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
6669—Library Books and Media (capitalized and controlled by library)				
1		N/A	N/A	\$
66XX—Computing Devices, capitalized				
2			\$	\$
3			\$	\$
4			\$	\$
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
11			\$	\$
66XX—Software, capitalized				
12			\$	\$
13			\$	\$
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
18			\$	\$
66XX—Equipment or furniture				
19			\$	\$
20			\$	\$
21			\$	\$
22			\$	\$
23			\$	\$
24			\$	\$
25			\$	\$
26			\$	\$
27			\$	\$
28			\$	\$
66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)				
29				\$
Grand total:				

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #14—Management Plan

County-district number or vendor ID: 178-905

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the desired qualifications, experience, and any requested certifications of the primary project personnel projected to be involved in the implementation and delivery of the program. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

#	Title	Desired Qualifications, Experience, Certifications
1.	Project Director	BA/BS, prefer MA/ MS, certified teacher with experience in grades K-8. Lead teacher experience developing schedules, coordinating instructional planning, and supervising.
2.	Site Coordinator(s)	N/A as per Exceptions page 12 of the 2018-2019 Texas 21 st Century Community Learning Centers, Cycle 10, Year 1 Application and Program Guidelines.
3.	Family Engagement Specialist	TEA Educational Aide/Teacher Certification, prefer BA/BS, bilingual (English/ Spanish) three years experience in working with rural families in poverty, including developing systematic, regular parental involvement and contact activities, home visits, and supervising parental contact records.

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

#	Objective	Milestone	Begin Activity	End Activity
1.	Improve Academics	1. Tutorials for students before and after school	08/06/2018	05/24/2019
		2. Analyze Progress Monitor/BOY data for students	08/20/2018	06/03/2019
		3. Implement planned adjustments to activities	08/27/2018	06/17/2019
		4. Analyze MOY data/adjust activities for students	01/14/2019	02/01/2019
		5. Analyze EOY/STAAR data/adjust activities for students	04/01/2019	06/28/2019
2.	Improve Attendance	1. Analyze weekly attendance data by grade level.	08/06/2018	05/24/2019
		2. Provide Parent Training on the importance of attending school regularly at a minimum of each semester	09/12/2018	02/13/2019
		3. Provide weekly incentives to grade levels exceeding 97% attendance rates	08/06/2018	05/24/2019
		4. Provide quarterly Student Perfect Attendance incentives based on all periods of the school day	08/06/2018	05/24/2019
		5. Weekly home visits by FES for chronic absenteeism	08/13/2018	05/20/2019
3.	Improve Behavior	1. Analyze student discipline data quarterly	08/13/2018	05/20/2019
		2. Modify activities as needed based on data results	09/17/2018	05/17/2019
		3. Provide group conflict resolution/counseling as needed	09/17/2018	06/28/19
		4. Provide Parent Training on home disciplining strategies	08/06/2018	05/24/2019
		5. Summer Leadership Camps for students	10/17/2018	04/03/2019
4.	Improve Promotion Rates	1. Tutorials for students before and after school	08/06/2018	06/28/2019
		2. Provide accelerated instruction for failing students	08/06/2018	06/28/2019
		3. Provide college/career/trades tours	08/06/2018	06/28/2019
		4. Provide Parent Training on high school pathways/careers	08/06/2018	06/28/2019
		5. Provide student tours of feeder high school campuses	01/08/2019	05/24/2019
5.	Improve Graduation Rates	1. Annual College tour of university	01/08/2019	05/24/2019
		2. Collect/Analyze/Present resident high school student data to Board of Trustees and Community Adv. Comm.	12/13/2019	06/20/2019
		3. Annual Mentoring Visits from University Personnel	08/06/2018	06/28/2019
		4. Development of Graduation Plan/Career Exploration	01/08/2019	05/24/2019
		5. Provide Parent tours of feeder high school campuses	01/08/2019	05/24/2019

Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 178-905

Amendment # (for amendments only):

Statutory Requirement 1: Describe how the eligible entity evaluated community needs and resources. Describe the results, including the resources available in the community, and how the program strategies and activities proposed to be carried out in the center(s) will address those needs. Specifically address the needs of working families. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

The Community Advisory Committee was instrumental in the district's Comprehensive Needs Assessment (CNA) process. Utilizing the district's Title I Schoolwide needs assessment under Every Student Succeeds Act (ESSA), the committee reviewed and analyzed data compiled from multiple sources to prioritize the Driscoll iACE Learning program needs. Data sources readily available for analysis included PEIMS attendance data, CIRCLE and TPRI Assessment data, and STAAR Assessment scores. Additionally, parent, student, and teacher surveys were made accessible using QR Codes, the district website and the district Facebook page and were reviewed by the Community Advisory Committee.

Topping the district's needs assessment priority list were academic improvement and student attendance. Student assessment statistics revealed Driscoll's earliest learners (4–7 year olds) start out significantly behind other children in the state. Kindergarten students entering Driscoll ISD have a 1 in 3 chance of NOT being adequately prepared for kindergarten based on the Texas Public Kindergarten Programs and Kindergarten Readiness report (EOY, 2017), and according to the Texas Primary Reading Inventory (TPRI, BOY 2017), almost 40% of students entering 1st grade students in Driscoll ISD were assessed as "Still Developing." Likewise, as per the most current STAAR assessment data, (Spring 2017) only 50% of the students in grades 3-8 achieved "Meets Grade Level" for all subjects tested, and of those students only 20% are considered college or career ready. Student performance weaknesses were also noted at the end of the first six weeks one-third of the middle school students failed one or more subject areas solidifying student performance a top spot on the district's prioritized needs assessment. Similarly, survey response results indicated student performance as an area most in need at Driscoll ISD. Students specifically rated additional assistance for homework/study sessions high on cumulative data results. Mirroring those results, parents overwhelmingly ranked the need to learn how to assist their children with their homework as the number one need due to the increase rigor of TEKS instruction in classrooms. Working parents also voiced the need for safe, engaging care for their children afterschool.

Alongside student performance, student attendance also ranked highest when determining district needs. The Community Advisory Committee recognized the correlation between student performance and student attendance. When analyzing the district's PEIMS data, it became very obvious that attendance in Early Childhood grade levels (PK-2nd) needed to be addressed. The data revealed that attendance rates in those grade levels (94% on average) were, consistently below the state average of 95.8%. According to the district's most recent Texas Academic Performance Report (TAPR, 2016-2017), students considered Economically Disadvantaged ranked marginally above the state rate with an attendance rate of 95.9% while those students considered English Language Learners (ELL) attended school at a lower rate of 95.7%. Committee members analyzed parent survey responses and determined that many parents do not understand the importance of early childhood education, thus making it easier to keep their young children at home. Likewise, parent surveys suggested that the lack of afterschool care added to the ease of keeping younger children out of school for a day.

The Driscoll iACE Learning program will address the needs identified on the CNA priority list in a variety of ways. Targeted tiered interventions will be provided to students in small instructional groups with no more than a 6:1 student to teacher ratio. Homework assistance activities and accelerated enrichment instruction will provide students with access to content specialists in all four core subject areas. These targeted strategies along with a broad array of enrichment activities incorporating technology and emphasizing Science Technology Engineering and Mathematics (STEM) instruction will not only enhance the iACE Learning program, but will have a direct positive impact on the identified needs while simultaneously creating a fun, engaging and safe afterschool environment for students and the working families of our community.

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By TEA staff person:

Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 178-905

Amendment # (for amendments only):

Statutory Requirement 2: Describe the planned partnership between the applicant and the proposed eligible partner organization(s), including how the partnership will contribute to achieving stated objectives and sustaining the program over time, or provide evidence that the LEA is unable to partner with a community-based organization in reasonable geographic proximity and of sufficient quality to meet the requirements. *Check the box that applies to this application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.*

☐ This applicant is part of a planned partnership.☒ This applicant is unable to partner.

The city of Driscoll is extremely small consisting of two convenience stores, a fruit stand, a small trucking business and a blacksmith shop making community based organizations suitable for partnerships nonexistent. To overcome this obstacle, iACE Learning will partner with other educational agencies and community based organizations that are in reasonable geographic proximity to ensure the most effective use of public resources. Proposed partnerships include but are not limited to the following: Texas A&M University - Kingsville, Nueces County Extension Agency, Nueces County 4H, Girl Scouts of Greater South Texas and the Driscoll Community Church. Through these entities students will receive experiential learning to help develop citizenship, leadership, responsibility, confidence and character building as well as academic instruction in STEM activities, nutrition and gardening and financial literacy.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 178-905

Amendment # (for amendments only):

Statutory Requirement 3: Describe how the proposed program will impact performance, attendance, discipline referrals, advancement, and, if applicable, high school graduation rates and career competencies. If the program proposes to impact additional local measures or objectives, state those here and describe how the program is designed to impact those. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Students involved in iACE Learning will show continued growth in academics, both in standardized test scores and grade coursework. The increased time in after school tutorials and intensive, small group interventions will afford targeted students the opportunity to improve their overall understanding of course material and their ability to master concepts, enhance knowledge, and engage in higher-level thinking skills, preparing students for tested objectives. This additional time will benefit students of working parents who have little time to help with homework and provide support students desperately need to achieve overall success in the classroom.

While student performance tops our priority list, it is certainly not the only area in need of improvement. With the addition of the iAce Learning program, Driscoll ISD plans to increase student attendance by not only meeting the state minimum of 95.8%, but increasing that percentage yearly by funding resources offering truancy monitoring, parent contacts, weekly grade level incentives and quarterly and yearly individual attendance incentives, which are all proven to be the most effective measures in improving attendance in rural schools (Kassaring, Bjerre-Nielsen, Mones, Lehmann, Lassen, 2017). As an added benefit, individual student attendance reports will be shared with parents to provide up to date information on their child's school attendance. This data will be measured by TEA PEIMS reports.

With the addition of the iACE Learning program, behavior will improve with the increase of support from the aforementioned. The development of a systematic, consistent set of expectations district-wide will decrease discipline referrals. In addition, using an "inside-out approach," the Safe School Ambassador program will be implemented to improve overall school climate and ultimately put a stop to bullying (Community Matters, 2003). Because students see and hear mistreatment that adults often do not, they can be trained as ambassadors to be up-standers in situations involving mistreatment. Students are trained to Notice, Think, Act and Follow Through using Safe School Ambassador actions taught in SSA meetings led by a Family Group Facilitator. With safety acting as a front-runner in the program, students are taught to know the difference between tattling and reporting. As a result, when students are concerned that others may potentially harm themselves, others or the campus it should be reported. Students will engage in team building activities during weekly meetings to build overall rapport and to address mistreatment. Action Logs will be utilized quarterly to pinpoint where and when mistreatment is consistently occurring in order to correct and bring to an end the mistreatment.

While behavior and school climate are important for Driscoll ISD, overall growth and advancement are also a top priority. After reviewing the STAAR Progress Measure, findings have shown that slightly less than half of Driscoll ISD third-eighth graders did not show growth. iACE Learning will increase overall growth and advancement rates specifically with minority and economically disadvantaged students as measured by yearly campus retention rates. Intensive tutoring, positive reinforcement, and academic incentives provided by iACE Learning will aid working parents and their children by providing another layer of scaffolding to keep students on an appropriate pace. This will be measured by yearly campus retention rates.

Driscoll ISD is a Pre-K through eighth grade campus without a high school. Currently, we have a transfer agreement in place with two neighboring school districts that our 8th graders may select as their high school of choice. Progress of the high school students living within Driscoll ISD boundaries will be monitored in the areas of student grades, attendance, discipline and graduation rates. The information will be compiled and presented each semester to the Community Advisory Committee and the Driscoll ISD Board of Trustees. It is anticipated that over time, each area will improve as students become more competent learners as a result of the iACE Learning program.

Schedule #16—Responses to Statutory Requirements (cont.)**For TEA Use Only**

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By TEA staff person:

County-district number or vendor ID: 178-905

Amendment # (for amendments only):

Statutory Requirement 4: Explain how the program will use best practices, including research or evidence-based practices, to provide educational and related activities that will complement and enhance academic performance, achievement, positive youth development of the students, and, if applicable, postsecondary and workforce preparation. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

The iACE Learning program is committed to use experiential learning, a process through which students develop knowledge, skills, and values from direct experiences outside a traditional academic setting. Hands-on activities require practice, problem-solving and decision-making. As student engagement increases through these processes, learning accelerates and retention improves. Through well-planned and supervised activities, the iACE Learning staff, along with the partnered educational agencies and community based organizations, will stimulate academic inquiry by promoting interdisciplinary learning, leadership and career development. For example, Texas A&M University Kingsville, in conjunction with iACE Learning staff, will provide STEM activities to promote "lifelong skills that really matter" such as problem solving, using data to make decisions, developing creativity to be able to look at a problem from different perspectives, and to develop intellectual curiosity, that intrinsic motivation to "figure it out". All these skills mesh seamlessly with classroom expectations to enhance academic performance and achievement, while also supporting college and career readiness goals. Each partnered agency or organization brings to iACE Learning opportunities for students to take initiative, make decisions, be accountable, engage intellectually, creatively, emotionally, and/or socially, to reflect, analyze and synthesize as well as to learn from natural consequences, mistakes and successes. Through the process of experiential learning, the hands-on activities make the learning personal for each student raising engagement, retention and ultimately manifests as increases in academic performance, achievement and positive self-image.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 178-905

Amendment # (for amendments only):

Statutory Requirement 5: Describe the proposed program activities and how they are expected to improve student academic achievement and overall student success. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Meeting the needs of 21st Century learners is of utmost importance at Driscoll ISD. With student success in mind and the influx of technological advances, the proposed iACE Learning program will do just that.

The implementation of Acellus, a cutting edge, computer-based learning system, will be added to iACE Learning's repertoire of programs. According to Dr. Roger Billings (2013), "With its research-based driven instruction, dynamic course updates, comprehensive curriculum, and its universal internet accessibility, Acellus is providing a framework for students to achieve their academic goals in a multitude of ways." Driscoll ISD's students will benefit from mainstream instruction, supplemental instruction, blended learning, remediation, special education, Response to Intervention (RtI), Gifted and Talented Instruction, and English Language Learners through the Acellus program.

Understanding the importance of providing a challenge for students that are ready, Acellus utilizes *Intelligent Interaction* to cater to the educational content of the individual skill set of each student through customized personal instruction." Students are able to access Acellus through a student interface to login and select the class to which they have been enrolled. Through personalized videos taught and created by master teachers, Acellus aids in locating and filling holes in students' understanding. After analyzing student responses, and finding trends in incorrect answers, Acellus creates a subset of customized videos for students to better their understanding of skills and concepts. The teacher portal is utilized to monitor the grade book, select on-site lessons, and utilize the Live Class Monitor while students are working on the site.

Aside from filling gaps in learning, Acellus offers a wide variety of learning applications to help students achieve their academic goals. Driscoll ISD plans to capitalize on the following applications to meet students' needs and better prepare them for the rigor of secondary education. Fostering a special consideration of STEM advances, Acellus incorporates robotics, coding and programming basics for students in grades 3rd-12th. Incorporation the Gifted and Talented applications, Spanish 1 and English 1 High School credits, Acellus will provide opportunities to our students we would not otherwise have the means nor personnel to provide. English Language Learners will benefit from the English Language Acquisition through the program seamlessly.

In addition to Acellus, the introduction of Makerspaces will be incorporated into the iACE Learning program. A makerspace is a collaborative work space inside a school, library or separate public/private facility for making, learning, exploring and sharing that uses high tech to no tech tools. "To define a school makerspace by its purpose and simplest of terms, it is a place where young people have an opportunity to explore their own interests; learn to use tools and materials, both physical and virtual; and develop creative projects," Laura Flemming, *Worlds of Making* (2018). Housed in a variety of learning areas, these spaces will be made available to students in the morning, at lunch and in the afternoon and will allow access to a wide variety of Maker equipment including 3D printers, Robotics STEM Lab, Legos, green screens, and art supplies. It's more of the Maker mindset of creating something out of nothing and exploring your own interests that's at the core of a makerspace. These spaces will also prepare those who need the critical 21st century skills in the fields of science, technology, engineering and math (STEM). They will provide hands on learning, help with critical thinking skills and even boost self-confidence.

Additionally, supporting our technological growth mindset, we have integrated an iKnow Technology program which offers a one to one ratio of iPad to student. Moving forward and determined to keep abreast of all new information Apple-related, all teachers and staff have been Apple trained and 100% of teachers are Apple Certified Teachers. Students are well-versed in iTunes University, iBooks, Pages and Keynote. In turn, they are taught to communicate with their teachers through Apple Classroom via iPad to create, turn in and correct assignments. The iKNOW program will support iACE Learning by allowing students to extend classroom knowledge during the afterschool program. The iACE Learning program will also utilize Apple Classrooms to create iACE learning environments thereby facilitating collaboration and communication both of which are highly sought 21st century skills.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 178-905

Amendment # (for amendments only):

Statutory Requirement 6: Describe the applicant's plan to disseminate information about the community learning center, including its location, to the community in a manner that is understandable and accessible. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

The Driscoll iACE Learning program will keep the community well informed of program activities, location and upcoming events in a variety of ways. Teachers and extracurricular sponsors in Driscoll ISD have had great success in communicating with students and parents by utilizing "Remind." Remind is a free private mobile messaging platform that enables teachers, parents, students, and administrators in K–12 schools to communicate with everyone at once. Messages can be sent in real time or can be scheduled for release at a later date. These messages can also be translated into 70 different languages. Registration for the iACE Learning Remind group will be included in student registration packs for the afterschool program. The project director will ensure all participants are enrolled in Remind and will utilize this digital format to disseminate information. The iACE Learning Family Engagement Specialist will also utilize Remind to recruit parents for parental trainings tailored to their child's needs.

Social Media sites, such as the District's Facebook page, will be utilized to share information with the Driscoll community and to highlight the various enrichment activities taking place in the iACE Learning program. Located at www.driscollisd.us, the District website will offer information regarding the iACE Learning program. The district's Technology Coordinator will collaborate with the iACE Learning Project Director to create a page linked to the district website specifically for the iACE Learning program. Information on this website will be shared in a manner that is both understandable and accessible to all stakeholders.

iACE Learning signage and the District marquee will be utilized to direct parents and community to appropriate classrooms and events. School announcements will be made during the regular school day concerning the iACE Learning program, and recruitment for the program will occur at an iACE Learning table during all District and Campus functions. All iACE Learning program activities will be delivered in a safe, secure and appropriate location with access to ample space for both academic instruction and physical movement.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 178-905

Amendment # (for amendments only):

Statutory Requirement 7: Please describe the transportation needs of participating students and how students participating in the program will travel safely to and from the center(s) and home. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

The Driscoll ISD district boundaries encompass students living within the city limits of Driscoll, which is divided by highway 77, as well as those residing in one of three federally designated outlying colonias (unimproved neighborhoods lacking regulated water and sewage systems). All students living in the outlying areas and students living east of 77 within the city will be transported home by campus buses. Campus buses meet all local and state requirements, as do bus drivers, who are trained in emergency procedures and have first aid kits on each bus. iACE Learning personal will ensure that all student report to the bus pickup or parent pickup stations for program conclusion. The exiting process will include a sign out sheet for parents picking up children with a list of authorized family members allowed to pick up students, a transportation bus file that includes drop off schedules, addresses and phone emergency contact information for all bus drivers and a walk home policy for age appropriate children mirroring the regular school process. Bus drivers will have communication access to site for any problems or delays.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 178-905

Amendment # (for amendments only):

Statutory Requirement 8: Describe how the eligible entity will encourage and use appropriately qualified persons to serve as the volunteers. Explain the policy for screening and placing volunteers. If the entity does not plan to use volunteers, please indicate that in the space provided. (Choosing not to use volunteers will not lower review scores).

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Driscoll is a very small community consisting of just over 700 residents. The rural location and small size hinder volunteer recruitment. At this time, the iACE Learning program will not seek out any volunteers but will certainly welcome volunteers at any time. All volunteers will be screened and trained according to school district policy before working with students.

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Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 178-905

Amendment # (for amendments only):

Statutory Requirement 9: Describe a preliminary plan for how the community learning center will continue after funding under this grant ends, including how the resources provided by this grant will assist the program in local sustainability efforts. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

After funding under this grant ends, Driscoll ISD plans to sustain the iACE Learning program through an amalgamation of 199 funds generated from both local and state revenue as well as available Title I, Title II and REAP federal dollars. In addition to sustainability funds, resources provided by this grant will remain available to the students of the Driscoll ISD learning community. Resources include, but are not limited to, the Acellus STEM labs and STEM Maker Spaces implemented through the iACE Learning program. These remain an essential part of the academic enrichment learning opportunities for students after the 21st CCLC grant ends. Likewise, acquired training provided to teachers and educational aides will continue to benefit the program through the district's retention efforts of high quality professional and support staff. The Family Engagement Specialist provided through the iACE Learning program will also help to maintain afterschool programming by working to recruit lead parents during the duration of the grant to provide parental training and engagement activities for the future educational families of Driscoll ISD post grant funds. This preliminary plan for sustainability of the community learning center will be monitored and adjusted as needed by the local board of trustees, district administration, and the Community Advisory Committee to ensure it's capacity for success.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 178-905

Amendment # (for amendments only):

Statutory Requirement 10: Demonstrate how the proposed program will coordinate federal, state, and local programs and make the most effective use of public resources. In doing so, address how the program plans to supplement existing programs and services on the campus(es) to be served. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

The Driscoll ISD Board of Trustees is committed to our vision of Simply the Best, para los niños. As asserted in Goal 3 of the district's Goals and Performance Objectives, Driscoll ISD will foster fiscal responsibility by maximizing various grant opportunities to support the needs of our learning community. The programming and benefits of the iACE Learning program are glaringly obvious and recognized unanimously by the Board of Trustees, thus making sustainability of such a program a top priority. The Board along with the Community Advisory Committee will work together to ensure federal, state, and local dollars are earmarked for afterschool programming. As a recipient of federal REAP and available Title I and Title II funding, Driscoll ISD plans to set aside these dollars towards sustaining the iACE Learning program after current grant funding ceases. In addition to local, state and federal revenue streams, Driscoll ISD will aggressively seek out additional grant opportunities for the benefit of the children of our community.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 178-905

Amendment # (for amendments only):

TEA Program Requirement 1: Enter center-level information requested for each of the proposed centers.

Center 1	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):	
	Driscoll Elementary and Middle School 315 West Dragon Street Driscoll, TX 78351		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input checked="" type="checkbox"/> K-2 <input checked="" type="checkbox"/> 3-4 <input checked="" type="checkbox"/> 5-6 <input checked="" type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
	9-digit campus ID number:	178-905-041				
	Cost per student	\$809				
	"Regular" student target (to be served 45 days or more annually):		259		Parent/legal guardian target (in proportion with student target):	
					86	
			Feeder school #1		Feeder school #2	
					Feeder school #3	
	Campus name		Same as above			
	9-digit campus ID number		178-905-041			
Estimated transportation time		0 minutes				
Center 2	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):	
			<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6 <input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
	9-digit campus ID number:					
	Cost per student	\$				
	"Regular" student target (to be served 45 days or more annually):				Parent/legal guardian target (in proportion with student target):	
			Feeder school #1		Feeder school #2	
					Feeder school #3	
	Campus name					
	9-digit campus ID number					
Estimated transportation time						
Center 3	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):	
			<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6 <input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
	9-digit campus ID number:					
	Cost per student	\$				
	"Regular" student target (to be served 45 days or more annually):				Parent/legal guardian target (in proportion with student target):	
			Feeder school #1		Feeder school #2	
					Feeder school #3	
	Campus name					
	9-digit campus ID number					

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By TEA staff person:

Estimated transportation time					
Schedule #17—Responses to TEA Program Requirements (cont.)					
County-district number or vendor ID: 178-905				Amendment # (for amendments only):	
Center 4	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):
			<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6
	9-digit campus ID number:				<input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12
	Cost per student		\$		
	"Regular" student target (to be served 45 days or more annually):		Parent/legal guardian target (in proportion with student target):		
			Feeder school #1		Feeder school #2
	Campus name				Feeder school #3
	9-digit campus ID number				
	Estimated transportation time				
Center 5	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):
			<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6
	9-digit campus ID number:				<input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12
	Cost per student		\$		
	"Regular" student target (to be served 45 days or more annually):		Parent/legal guardian target (in proportion with student target):		
			Feeder school #1		Feeder school #2
	Campus name				Feeder school #3
	9-digit campus ID number				
	Estimated transportation time				
Center 6	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):
			<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6
	9-digit campus ID number:				<input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12
	Cost per student		\$		
	"Regular" student target (to be served 45 days or more annually):		Parent/legal guardian target (in proportion with student target):		
			Feeder school #1		Feeder school #2
	Campus name				Feeder school #3
	9-digit campus ID number				
	Estimated transportation time				

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Schedule #17—Responses to TEA Program Requirements (cont.)					
County-district number or vendor ID: 178-905				Amendment # (for amendments only):	
Center 7	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):
			<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6
	9-digit campus ID number:				<input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12
	Cost per student		\$		
	"Regular" student target (to be served 45 days or more annually):		Parent/legal guardian target (in proportion with student target):		
	Feeder school #1		Feeder school #2		Feeder school #3
	Campus name				
	9-digit campus ID number				
	Estimated transportation time				
Center 8	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):
			<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6
	9-digit campus ID number:				<input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12
	Cost per student		\$		
	"Regular" student target (to be served 45 days or more annually):		Parent/legal guardian target (in proportion with student target):		
	Feeder school #1		Feeder school #2		Feeder school #3
	Campus name				
	9-digit campus ID number				
	Estimated transportation time				
Center 9	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):
			<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6
	9-digit campus ID number:				<input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12
	Cost per student		\$		
	"Regular" student target (to be served 45 days or more annually):		Parent/legal guardian target (in proportion with student target):		
	Feeder school #1		Feeder school #2		Feeder school #3
	Campus name				
	9-digit campus ID number				
	Estimated transportation time				

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Schedule #17—Responses to TEA Program Requirements (cont.)					
County-district number or vendor ID: 178-905				Amendment # (for amendments only):	
Center 10	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):
			<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6
	9-digit campus ID number:				<input type="checkbox"/> 7-8
	Cost per student		\$		<input type="checkbox"/> 9
	"Regular" student target (to be served 45 days or more annually):				<input type="checkbox"/> 10-11
			Parent/legal guardian target (in proportion with student target):		<input type="checkbox"/> 12
			Feeder school #1		Feeder school #2
			Feeder school #3		
Campus name:					
9-digit campus ID number					
Estimated transportation time					

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 178-905

Amendment # (for amendments only):

TEA Program Requirement 2: Describe the proposed management, center operations, and corresponding budget plan. Explain how the plan will help meet the program objectives and student service targets. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Driscoll ISD is committed to effective planning and project management of the 21st CCLC grant and to ensure our iACE Learning program is successful and sustainable. The proposed plan to manage the various components of the grant while adhering to all grant requirements and providing high-quality programming for all participants is something Driscoll ISD has been doing with a high degree of success for over a decade. Because the Driscoll iACE Learning program meets the "Exceptions" rule for staffing, Driscoll ISD plans to employ one Project Director who will also act as the Site Coordinator. The Project Director will be the ultimate catalyst to ensuring each component is given proper oversight and is in sync with all other aspects of the iACE Learning program. The Project Director will do this through several means. First, the project director will work in collaboration with the campus principal and other campus level administrators to ensure identified priority needs are met through an array of engaging academic and enrichment activities. The responsibilities of the iACE Learning staff will also be determined by this collaborative group. Weekly meetings with project staff and careful analysis of program data reports will be the cornerstone. These reports will be utilized to drive decisions, make adjustments and implement refinements in the program.

The Project Director will actively visit each program classroom at least twice a week to ensure quality instructional delivery, student engagement, written communications and face to face conferences with activity leaders. The iACE Learning Project Director will have ultimate responsibility to ensure all program objectives are monitored and met.

The iACE Learning program will employ a full time bilingual family engagement specialist, in lieu of a part time position, to not only support high-quality management, but more importantly provide focused and meaningful engagement of parents in English and in Spanish. The Family Engagement Specialist will be instrumental in building rapport and effective two-way communication with parents. Recruiting for parental trainings and ensuring parents understand the importance of their child attending school regularly will be a top priority of the Family Engagement Specialist. Together with the Project Director, the Family Engagement Specialist will regularly communicate with program employees, parents and students. Professional development, training, and support for all stakeholders will be planned for and driven by the needs of the program and its recipients.

All activity teachers, whether they be academic tutors or activity leaders will compile weekly reports including attendance, student success, and any weak areas in need of adjustment and refinement. These individuals will be at the grassroots level of the program and their attention to detail and diligence in providing these reports will be a large part of the overall success of the iACE Learning program.

The iACE Learning Project Director, Family Engagement Specialist and staff will present quarterly to the Community Advisory Committee and district administrative staff as to the overall progress towards meeting priority needs to improve student performance, attendance, behavior, and college and career readiness.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 178-905

Amendment # (for amendments only):

TEA Program Requirement 3: Describe the proposed program evaluation plan, including a description of how program evaluation results will be used to improve program operations and quality. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

"Inspect what you expect," is one of Driscoll ISD's core beliefs, making program evaluation a non-negotiable districtwide. To this end, the iACE Learning program will be evaluated to improve program operations and quality of programming via an external evaluator. The Education Service Center, Region 2 will act as the independent evaluator for the iACE Learning program at Driscoll ISD. The program evaluation will provide program descriptions and student outcome data that demonstrate accountability and will measure progress towards meeting Texas ACE program goals. Data obtained through the evaluation process will be used to inform the programming and planning for subsequent years.

Interim evaluations will be conducted by the Project Director and staff. Consistent, periodic (every two weeks) progress monitoring of both program-level data and student-level academic data will be utilized to evaluate the effectiveness of the iACE Learning program and to make immediate adjustments to ensure student success. Data will serve as a focal point for discussions with grantee staff to address programming gaps. The iACE Learning Project Director will present evaluation data to the Community Advisory Committee monthly who will then offer suggestions for improvements.

Data components that will be analyzed may include, but are not limited to the following; student activities, participant attendance toward performance goals for regular attendees, data entry and security processes, staff performance evaluations and development, spending and monitoring of progress toward overall budget, required grant Evaluation Reports, student assessment data, average daily attendance, and stakeholder surveys. Adjustments will be made as needed according to evaluation results.

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Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID: 178-905

Amendment number (for amendments only):

No Barriers

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Barrier: Gender-Specific Bias

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Cultural, Linguistic, or Economic Diversity

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 178-905

Amendment number (for amendments only):

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer “flexible” opportunities for parent involvement including home learning activities and other activities that don’t require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members’ diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including high school equivalency (HSE) and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally “hard to reach” parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 178-905

Amendment number (for amendments only):

Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 178-905

Amendment number (for amendments only):

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 178-905

Amendment number (for amendments only):

Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Absenteeism/Tuancy

#	Strategies for Absenteeism/Tuancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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County-District Number or Vendor ID: 178-905

Amendment number (for amendments only):

Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including HSE and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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County-District Number or Vendor ID: 178-905

Amendment number (for amendments only):

Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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Schedule #19—Private Nonprofit School Participation

County-District Number or Vendor ID: 178-905

Amendment number (for amendments only):

Important Note: All applicants (except open-enrollment charter schools and private nonprofit schools) must complete this schedule regardless of whether any private nonprofit schools are participating in the program.

Failure to complete this schedule will result in an applicant being disqualified.

Questions

1. Are any private nonprofit schools located within the attendance area of the public schools to be served by the grant? ☐ Yes ☒ No

• If your answer to this question is yes you must answer question #2 below.

• If your answer to this questions is no, you do not address question #2 or the assurances below.

2. Are any private nonprofit schools participating in the grant? ☐ Yes ☐ No

• If your answer to this question is yes, you must read and check the box next to each of the assurances below.

• If your answer to this question is no, you do not address the assurances below.

Assurances

- ☐ The applicant assures that it discussed all consultation requirements as listed in Section 1117(b)(1), and/or Section 8501(c)(1), as applicable with all eligible private nonprofit schools.
- ☐ The applicant assures the appropriate Affirmations of Consultation will be provided to the TEA Private Schools Ombudsman in the manner and timeline to be requested.
- ☐ The applicant assures that the total grant award requested on **Schedule #6—Program Budget Summary** includes any funding necessary to serve eligible students from private nonprofit schools within the attendance area of the public schools to be served by the grant.

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